DOCUMENT RESUME

ED 268 641 EA 018 360

AUTHOR Tucker, Null A.; Bray, Su Ellen
TITLE Increasing School Productivity through the Assessment of School Leadership.
PUB DATE 1 Mar 86
NOTE 25p.; Paper presented at the Annual Meeting of the Southeastern Educational Research Association (Baton Rouge, LA, March 1986).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Evaluation; *Correlation; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Instructional Leadership; *Principals; School Effectiveness; Surveys; Teacher Administrator Relationship; Teacher Attitudes; Validity
IDENTIFIERS DeKalb School District GA; *Profile for Assessment of Leaders

ABSTRACT

The DeKalb County (Georgia) School District has developed a leadership assessment program called the Profile for Assessment of Leaders (PAL) that assesses eight generic competencies: (1) relating to other people, (2) communicating effectively, (3) making decisions, (4) planning and organizing, (5) supervising and evaluating, (6) professional growth, (7) protecting time on task for teacher and student, and (8) holding high expectations of students and teachers. To validate the PAL instrument, the researchers correlated the results of the PAL administrations to district staff over the past two years with those of two other instruments--the DeKalb School Climate Survey and the Time-Off-Task Teacher Survey. The data generated by these three instruments were used in three correlational studies: (1) to determine if the principal's behavior (as scored by his or her staff on the PAL) had any relationship to the time-off-task factors indicated by these teachers; (2) to correlate the PAL scores generated by the staff on the eight generic competencies with the DeKalb School Climate Instrument; and (3) to determine if the total scores on the PAL had any relationship to student test scores, student absences, or teacher absences. Results are tabulated and discussed in detail for each of the three correlational studies. The purpose of the instrument--to identify strengths and weaknesses of principals for the purpose of improvement--was validated, by and large, by these studies. References are included. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED268641

INCREASING SCHOOL PRODUCTIVITY

THROUGH THE ASSESSMENT OF SCHOOL LEADERSHIP

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Null A. Tucker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

By

Null A. Tucker
Su Ellen Bray
Research and Evaluation
DeKalb County, Georgia

A paper presented at the annual meeting of the Educational Research Association (Division G Southeastern Regional Conference)

March 1, 1986

Baton Rouge, Louisiana

EA 018 360

INCREASING SCHOOL PRODUCTIVITY THROUGH THE ASSESSMENT OF SCHOOL LEADERSHIP

Null A. Tucker
Su Ellen Bray

Introduction

Inadequate leadership is the most often cited reason given by teachers as to why they leave the teaching profession. The "Teacher Attrition Study" for the state of Georgia (1981) confirmed this.

> According to survey results, the number one operational problem of the public school system is the school administration; that is, the school principals and assistant principals ..., the overall level of good management, as rated by the teachers surveyed, is disgracefully low. Over one out of every four, 25.9% of the principals were rated as poor or very poor, and 21.8% were rated as only fair ... Improved management by principals in public schools would seem mandatory (1981, p. 31-32)

The survey results tends to show the need for principals to be selected and assessed objectively. What criteria should be used to objectively measure the management qualities of principals?

After reviewing studies on effective schools, Ron Edmonds (1980) found leadership to be one of the key factors. But what are the attributes of an effective leader?

Benjamin (1981) said that effective leaders were those who understood the school's educational program inside out and spent about half their time in the school's halls and classrooms. They also set high expectations for their staff and students. Cross (1981) said that while attempts to correlate personal attributes have been unsuccessful, studies relating principals' behaviors to school attributes had been more successful.

Gorton and McIntyre (1978) identified effective principals as hard-working, dedicated individuals who were people-oriented and enjoyed strong support from students, teachers, parents and the district office. These principals communicated with students openly, positively and enthusiastically. Sergiovani (1984) discusses several aspects of leadership which contribute uniquely to school competence and school excellence: Technical, Human, Educational, Symbolic, and Cultural are five forces of leadership that are linked to excellence. Vision and analytic skills in combination seem to distinguish effective principals according to Manasse (1984).

Almost all of the studies on effective schools agree that school leaders created a climate that was orderly and safe with a sense of purpose and that the leader's behavior inspired staff and students to reach goals. The Educational Research Service (1982) stated that building principals occupy a strategic position in the school organizational structure for developing and maintaining a school climate conducive to learning. Shoemaker and Fraser (1981), after reviewing extensive research on effective school projects, described school climate and what principals can do to foster this climate. They conclude:

> "Climate" includes many things, ranging from what an observer can see on entering a building or a classroom to what an observer can feel during time spent in a school. Schools that can be characterized as orderly, purposeful, and peaceful, are schools in which achievement is higher.
>
> In an orderly school there are rules, regulations, and guidelines, and teachers and students are expected to know and to observe them. No one - student or teacher - is out to test the limits of these rules. They are clear and just and accepted by most.(November, 1981, p. 181)

In a study by Phi Delta Kappa (1980), of exceptional urban elementary schools, principals were the major influence on the behavior of staff members and others involved in the school. Effective leadership was also the key factor in successful change or success in school improvement efforts.

How can this effective school leadership be assessed accurately and staff development provided for leaders who want to improve the effectiveness of their schools? Any discussion about the assessment of educational leaders usually results in the articulation of three major problems: the evaluation is subjective; the immediate supervisor often deals with symptoms of problems and cannot pinpoint the actual needs; and the assessment instruments frequently deal with job description tasks rather than "generic" leadership characteristics. Given the nature of this research and problems to be solved, the DeKalb County, Georgia School District has developed a leadership assessment program called the Profile for Assessment of Leaders (PAL) that assesses eight generic competencies. In order to validate the PAL Instrument, three research projects were generated from the results of the PAL administrations during the past two years.

METHODS AND PROCEDURES

Instrumentation

The instruments used were (1) Profile for the Assessment of Leaders (PAL); (2) DeKalb School Climate Survey; (3) Time-Off-Task Teacher Survey.

The PAL was developed over a three year period. The eighty-eight behaviors now included were gleaned from over 10,000 principal behaviors identified by Project R.O.M.E. (Ellett, 1978), and other leadership research documents. The reduction of behaviors was completed by verification studies through an expert panel and finally four hundred (400) behaviors were sent to two thousand (2,000) educators throughout the state of Georgia to respond whether the behaviors were appropriate to effective leadership. A field test was conducted during 1982 with thirteen principals. The results were used to revise the instrument to its present form.

The eight "generic" competencies for educational leaders included in the PAL were (1) relating to other people; (2) communicating effectively; (3) making decisions; (4) planning and organizing; (5) supervising and evaluating; (6) improving professionally (and providing staff opportunity); (7) protecting time on task for teacher and student; and (8) holding high expectations of students and teachers. Each broad competency is divided into indicators which further describe the competency, and each indicator is subdivided into descriptors of behaviors. For example, Competency I (The Educational Leader Demonstrates Skill in Relating to Others) is divided into four indicators: (1) promoting positive relationships; (2) respecting opinions of others; (3) managing conflicts; and (4) maintaining integrity. Indicator I (positive relationships) has four descriptors or behaviors indicating that an administrator who is competent in this area will give recognition and praise to staff, colleagues, and members of the community; demonstrate courtesy; demonstrate relevant personal knowledge and interest in staff and other associates; and demonstrate impartiality.

The second and third instruments administered were the DeKalb School Climate Survey and the Time-Off-Task Survey. The climate survey contained ten (10) factors for staff consideration and response. The Time-Off-Task Survey asked teachers to select those distractors that most often caused students and teachers at that school to lose academic learning time.

Sample and Procedures

The Time-Off-Task Survey was administered by the local administrators in March, 1984. Teachers were asked to respond to the one hundred (100) item questionnaire on a computer scan-form. The data were computed, and the most frequent time-off-task factors were tabulated for each school.

In May, 1984 and 1985, the PAL was administered to the staff members of the same schools that previously completed the time-off-task survey in the preceding March. They responded to each of the descriptors of the eight generic competencies by marking Observed or Not Observed on a computer scan form. The principal was not present in the school building during the administration. Two trained data collectors from a regional assessment center administered the instruments to all staff members during a one hour period. On the same day, each principal completed a self assessment and each principal's superordinate completed an assessment. The data from staff members, the superordinate and self were compiled by the central computer and displayed on a profile with percentages of staff members in each school who observed each behavior and with the immediate supervisor's response to each behavior. The profile was analyzed in a post-assessment conference with the superordinate and the principal being evaluated.

Concurrently with the 1985 administration of the PAL, the School Climate Survey, a set of ten school climate factors was administered. The data were computed by school and principal.

After the data were collected, the Time-Off-Task Survey and DeKalb Climate Survey results were correlated with the PAL instrument. In addition, the sixth grade California Achievement Test scores were correlated with the elementary principal's PAL results. Teacher absences, and student absences were correlated with both elementary and secondary principal's PAL results.

Data Analysis

In this study the data generated by the (1) Time-Off-Task Teacher Survey, (2) DeKalb School Climate Survey, and (3) The Profile for Assessment of Leaders (PAL), were used in three correlational studies.

The first was to determine if the behavior of the principal as scored by his/her staff on the PAL total instructional scores had any relationship to the time-off-task factors as indicated by the teachers on his/her staff. The second study was to correlate the scores generated by the staff on the eight "generic" leadership competencies of the PAL and the DeKalb School Climate Instrument. The third study was to determine if the total scores generated by the staff on the PAL had any relationship to student test scores, student absences, teacher absences.

Results

Tables 1 and 2 present a summary of correlations between PAL secondary and elementary school subordinate ratings of principals and the ratings by the same subordinates of the top ten causes (distractors) of off-task behavior for secondary and elementary school. The correlation coefficients were all negative since principals' scores on the PAL competencies were correlated with the total number of distractors; i.e., if principals score high on the PAL competencies and low on the number of distractors, the coefficients were negative.

Table 1 shows the correlation in the secondary schools. Competency I, Relating to Others, had a statistically significant correlation with Item 5, Writing Hall Passes, Collecting Money, Writing Failure Slips and Detention Slips ($r = -.51$), and Item 6, Minor Student Misbehavior ($r = -.60$). Because the Time-On-Task Survey dealt primarily with teachers' perceptions of causes of off-task behavior in a school, we may conclude that in high schools whose principals have good interpersonal skills, teachers understand reasons for paperwork and feel that they receive more support in handling minor behavior problems of students.

TABLE 1

SECONDARY SCHOOL PRINCIPAL LEADERSHIP EVALUATION RESULTS

1984 CORRELATED WITH THE TOP TEN DISTRACTORS FROM

THE 100-ITEM TIME-ON-TASK TEACHER SURVEY

(Thirteen Secondary Schools as Unit of Analysis)

DISTRACTORS (Time-Off-Task Factors)	COMPETENCY 1	2	3	4	5	6	7	TOTALS
1. Forgotten or Incomplete Homework	-.13	-.31	-.42	*-.54	-.43	-.26	-.38	-.41
2. Having to Help Students Make up Work	-.12	-.19	-.24	-.26	-.01	-.17	-.15	-.15
3. Absenteeism of Students	-.13	-.17	-.29	*-.58	-.32	-.04	-.29	-.31
4. Having to Document Every Move	-.50	*-.56	**-.66	**-.69	*-.56	*-.58	*-.63	**-.68
5. Writing Hall Passes, Collecting Money, Failure Slips, Detention Slips	*-.51	-.62	**-.70	*-.61	-.30	-.47	-.48	*-.57
6. Minor Student Misbehavior	*-.60	**-.67	**-.70	*-.61	*-.57	*-.53	*-.54	**-.69
7. Tardy to Class	-.25	-.24	-.30	-.50	-.39	-.11	-.23	-.35
8. Checking in Homework	-.04	-.06	-.23	-.32	-.14	-.10	-.28	-.17
9. Student Daydreaming	-.17	-.32	-.36	*-.61	-.37	-.26	-.24	-.39
10. Preparing Lesson Plans	-.41	-.27	-.35	-.34	-.11	-.24	*-.52	-.34

Secondary Schools N = 13

* p < .05

** p < .01

Competency II had a statistically significant correlation with Item 4, Having to Document Every Move ($r = -.56$) and Item 6, Minor Student Misbehavior ($r = -.67$). Again, in high schools where principals communicated effectively with their staffs and students, teachers perceived paperwork as either less than in other schools or perceived that this paperwork is less a problem because the rationale for it had been communicated to them.

Competency III, Decision Making, showed a statistically significant relationship with Item 4, Having to Document Every Move ($r = -.66$), Item 5, Writing Hall Passes, Collecting Money, Writing Failure Slips and Detention Slips ($r = -.70$), and Item 6, Minor Student Misbehavior ($r = -.70$). Principals who score well on Decision Making Skills involve others in decisions and communicate decisions and rationale to others. Therefore it seems logical that teachers who work with these principals would understand reasons for paperwork and would support them in handling minor student misbehavior. They would also seem to feel that their principal would consider their opinions when making decisions about more or less paperwork and school discipline.

Competency IV, Planning/Organizing, had statistically significant relationships with six distractors: Item 1, Problems With Homework ($r = -.54$), Item 3, Student Absenteeism ($r = -.58$), Item 4, Documenting Every Move ($r = -.69$), Item 5, Writing Hall Passes, etc. ($r = -.61$), Item 6, Student Misbehavior ($r = -.61$), and Item 9, Student Daydreaming ($r = -.61$). In high schools where principals considered talents and needs of the staff and students in personnel assignments, schedules, and use of space, teachers were either so content or so well supported by the principal that they did not perceive these distractors as problems.

Competency V, Supervision/Evaluation, had statistically significant relationship with Item 4, Documenting Every Move ($r = -.56$) and Item 6, Student Misbehavior ($r = -.57$). Competency VI, Professional Improvement, had significant correlation with Item 4, Documenting Every Move ($r = -.58$) and Student Misbehavior ($r = -.53$). Competency VII, Time-On-Task had significant relationships with Item 4, Documenting Every Move, Item 6, Student Misbehavior ($r = -.54$) and Item 10, Preparing Lesson Plans ($r = -.52$). The correlations of Competencies V, VI, VII with various distractors all seem to reinforce the assumption that staffs of high school principals who displayed concern and professional respect for employees through supervision, objective evaluation, professional improvement and concern for time on task were more content and/or better able to handle the paperwork and planning, and/or better able to manage student behavior because of actions of the principal.

The total PAL scores correlated with the ten secondary school distractors found Item 4, Documenting Every Move ($r = -.68$), Item 5, Writing Hall Passes, etc. ($r = -.57$) and Item 6, Student Misbehavior ($r = -.69$) were statistically significantly correlated.

A closer examination of these data show that the strongest relationship exists between the seven competencies and student misbehavior. It tends to show the principal seems to have a great effect on the student behavior.

Teachers perceive having to document their every move in a school takes them off task. This item relates to the paperwork, the backup paperwork, and other constricting policies and procedures that hamper the American high school teachers in their effort to teach. However, teachers who rated principals high on the PAL apparently believed that the paperwork and policies were not a severe problem.

Table 2 presents a summary of correlations between the PAL elementary school subordinate ratings of principals and their response to the Time-Off-Task Survey.

Competency I, Relating to Others, had statistically significant correlations with Item 1, Having to Document Every Move ($r = -.40$), Item 5, Lesson Planning ($r = -.34$), and Item 5, Water and Restroom Breaks.

Competency II, Communication, had only one statistically significant correlation, Item 9, Minor Student Misbehavior ($r = -.34$). Competency III, Decision Making, had a significant relationship with Item 1, Having to Document Every Move ($r = -.35$), Item 2, Lesson Planning ($r = -.34$), and Item 9, Minor Student Misbehavior.

Competency IV, Planning and Organizing, had three significant correlations: Item 2, Lesson Planning ($r = -.36$), Student Tardiness ($r = -.41$), and Minor Student Misbehavior ($r = -.41$).

Competency V, Supervision and Evaluation, had statistically significant correlations with four distractors: Item 2, Lesson Planning ($r = -.40$), Student Tardiness ($r = -.32$), Minor Student Misbehavior ($r = -.33$), and Student Daydreaming ($r = -.37$).

Competency VI, Professional Improvement, has statistically significant correlation with Item 1, Documenting Every Move ($r = -.35$), Item 2, Lesson Planning ($r = -.35$), and Item 9, Minor Student Misbehavior ($r = -.30$).

Competency VII, Time-On-Task, had statistically significant relationship with Item 2, Lesson Planning ($r = -.36$), and Student Daydreaming ($r = -.32$).

TABLE 2

ELEMENTARY SCHOOL PRINCIPAL LEADERSHIP EVALUATION RESULTS
CORRELATED WITH THE TOP TEN DISTRACTORS FROM
THE 100-ITEM TIME-ON-TASK TEACHER SURVEY

DISTRACTORS (Time-off-Task Factors)	COMPETENCY 1	2	3	4	5	6	7	TOTALS
1. Having to Document Every Move	**-.40	-.29	*-.35	-.29	-.27	*-.35	-.22	*-.36
2. Lesson Planning	*-.34	-.29	*-.34	*-.36	**-.40	*-.35	*-.36	*-.36
3. Problems Heating/Air Conditioning	-.02	-.26	-.18	-.11	-.25	-.10	-.24	-.16
4. Student Tardiness	-.22	-.29	-.27	**-.41	*-.32	-.24	-.31	-.29
5. Water/Restroom Breaks	*-.33	-.16	-.28	-.20	-.26	-.24	-.21	-.28
6. Forgotten Homework	-.17	-.18	-.20	-.25	-.26	-.16	-.14	-.19
7. Help Students Make Up Work	-.18	-.07	-.12	-.15	-.23	-.13	-.18	-.15
8. Checking in Homework	-.26	-.03	-.16	-.13	-.08	-.11	-.03	-.13
9. Minor Student Misbehavior	-.29	*-.35	*-.34	**-.41	*-.33	*-.30	-.27	*-.34
10. Student Daydreaming	-.16	-.20	-.19	-.29	*-.37	-.20	*-.32	-.23

Elementary Schools N = 36

* $p < .05$

** $p < .01$

The total PAL Instrument subordinate scores when correlated with the ten distractors had three statistically significant relationships: Item 1, Having to Document Every Move ($r = -.36$), Item 2, Lesson Planning ($r = -.36$), and Minor Student Misbehavior ($r = -.34$).

The conclusions that can be drawn from the correlations of elementary school principals' scores and the distractors identified by elementary school teachers are not as strong as those relating to high schools. Still, the better the elementary school principal scored on individual competencies and on the PAL as a whole, the less problems the staff perceived with the top distractors. Also in both elementary and high school, teachers who work with principals who are competent in the seven areas on the PAL perceive less problems with paperwork, with student discipline, and with student attitudes.

These tables furnish reinforcement to the current school climate literature. The relationship between the principal's scores on the PAL and the teachers' perception of off-task distractions relates to the second study on school climate.

The second study compared the data generated by elementary and secondary school staffs on the PAL (including two experimental competencies added for the 1985 administration) on the ten DeKalb School Climate factors. Table 3 illustrates the correlated results of the findings.

The coefficients were extremely high for all competencies. All were statistically significant at ($p < .001$). The highest relationship for both secondary and elementary schools was Competency IV, Planning and Organizing Skills with ($r = .85$) and ($r = .83$) respectively. The lowest relationship for elementary was Competency IX, High Expectations for Teachers with ($r = .52$) and secondary Competency VI, Professional Improvement with ($r = .63$)

TABLE 3

PROFILE FOR ASSESSMENT OF LEADERS (PAL)

NINE GENERIC COMPETENCIES SUBORDINATE SCORES CORRELATED WITH

SCHOOL CLIMATE SCORES IN ELEMENTARY AND SECONDARY SCHOOLS

	Elementary	Secondary
1. Interpersonal Skills	***.76	**.71
2. Communication Skills	***.70	**.76
3. Decision Making Skills	***.76	***.77
4. Planning and Organizing Skills	***.85	***.83
5. Supervision and Evaluation Skills	***.71	**.72
6. Professional Improvement	***.57	**.63
7. Time Management	***.73	***.74
8. High Expectation - Student	***.75	**.70
9. High Expectation - Teacher	***.52	***.75

Elementary N = 52
Secondary N = 16

* $p < .05$

** $p < .01$

*** $p < .001$

After analyzing these data, one could conclude that principals that possess the PAL competencies as scored by their staff had a high total score on the DeKalb School Climate Factors. However, there may be an inherent factor that runs through the two instruments: the principal's high visibility in the school.

Stepwise Multiple Regression procedure was applied to the scores on the PAL competencies and scores on the climate survey. Table 4 lists the competencies in order from the weakest relation to climate, Step 1 - Time Management, to the strongest relation, Step 9 - Planning and Organizing, for elementary schools. In secondary schools the weakest relation, Step 1 - High Expectation - Teacher and the strongest relation was the same as the elementary schools.

In viewing the data, the elementary school staffs seems to believe that good school climate is generated by a principal that has good planning and organization skills, good interpersonal skills, and high expectations of teachers. The data suggests that secondary school teachers believe school climate is positive if principals have good planning and organizing skills, protects allotted time-on-task and have high expectations for students.

Table 5 illustrates the results of the PAL principal assessment scores correlated with his/her school's sixth grade California Achievement Test scores, (Elementary only N = 78), number of student and teacher absences (Secondary and Elementary Schools N = 96). There were statistically significant correlations for all three variables. The data tends to show that principals who scored high on the PAL also had high sixth grade CAT scores and better student and teacher attendance.

TABLE 4

STEPWISE MULTIPLE REGRESSION (STEP BACKWARDS) WITH
NINE PROFILE FOR LEADERSHIP COMPETENCIES (PAL) SUBORDINATE SCORES
AND THE DEPENDENT VARIABLE - SCHOOL CLIMATE SUBORDINATE SCORES
IN ELEMENTARY AND SECONDARY SCHOOLS

Elementary Schools	Secondary Schools
Step 1 . . . . Time Management	Step 1 . . . . High Expectation - Teacher
Step 2 . . . . Decision Making	Step 2 . . . . Decision Making
Step 3 . . . . Professional Improvement	Step 3 . . . . Supervision and Evaluation
Step 4 . . . . High Expectation - Student	Step 4 . . . . Communication
Step 5 . . . . Communication	Step 5 . . . . Interpersonal Skills
Step 6 . . . . Supervision and Evaluation	Step 6 . . . . Professional Improvement
Step 7 . . . . High Expectation - Teacher	Step 7 . . . . High Expectation - Students
Step 8 . . . . Interpersonal Skills	Step 8 . . . . Time Management
Step 9 . . . . Planning and Organizing	Step 9 . . . . Planning and Organizing

Elementary N = 52

Secondary N = 16

TABLE 5

PROFILE FOR ASSESSMENT OF LEADERSHIP (PAL)

NINE GENERIC COMPETENCIES SUBORDINATE SCORES CORRELATED WITH

THREE ELEMENTARY AND TWO SECONDARY SCHOOL VARIABLES

Variable #1	CAT Scores - Reading & Math (6th)	***.36
Variable #2	Student Absences - Number Days Absent	*-.20
Variable #3	Employee Absences - Number Days Absent	*-.26

N = 78 Variable #1
N = 96 Variable #2-6

* $p < .05$

** $p < .01$

*** $p < .001$

Discussion

Only the data generated by the staff responses for the elementary and secondary principals were used for these studies. Since the supervisors of the principals responded "Observed" to all of the behaviors with very few exceptions, one would tend to conclude that either the supervisor did not know how the principal behaved to the "generic" leadership behaviors or that the principal behaved differently with his/her supervisor than with his/her own staff. One could also conclude that the more valid scores of a leader's behavior stems from his/her staff. These findings were consistent with earlier findings by Project R.O.M.E. (Ellett, 1978).

An important part of the research is the time lapse between and different purposes of the Time-Off-Task research and the PAL. In March, the participation in the Time-Off-Task research was not related in anyway to principal assessment. Teachers were asked to identify those distractors that most frequently interrupted their teaching efforts. In May, the staff participation in the PAL was for the specific and advertised purpose of principal assessment. It appears that in schools where principals score higher on the PAL, either (1) the teacher perceives that the distractors are not major problems because of the principal's interpersonal and communication skills or (2) the principal exercises necessary organizational and management skills that result in less occurances of the time-off-task distractors.

The DeKalb School Climate Instrument was administered at the same time as the PAL. As a matter of fact, it was printed on the back cover of the PAL. The climate instrument was developed at the suggestion of David Clark of Indiana University to affirm the developers' assumptions that good leadership fostered good school climate as perceived by the staff.

Early correlations (after the first administration of the PAL and before the administration of DeKalb School Climate Survey) indicated a relationship between PAL scores and student and teacher attendance. This relationship reaffirmed the notion that the PAL measures climate as well as leadership behavior.

The same early studies included a correlation between elementary principal's PAL scores and sixth grade California Achievement Test scores. This was a significant correlation. However, socio-economic status was not included as a factor and the inclusion of SES could have affected the findings.

The purpose of this instrument is to identify strengths and weaknesses of principals for the purpose of improvement. A factor analysis of the results of the first administration indicated that some items could have been eliminated. However, the elimination of some items would be contrary to the system's purpose of the instrument.

BIBLIOGRAPHY

Benjamin, Robert, "The Rose in the Forest: A City Principal Who Beats the Odds." Principal 60, 4 (March, 1981).

Clark, David L.; Lotto, Linda S.; and McCarthy, Martha M. "Factors Associated with Success in Urban Elementary Schools." Phi Delta Kappan, 61, 7 (March, 1980).

Cross, Ray. "What Makes an Effective Principal?" Principal, 60, 4 (March, 1981)

Darden Research Corporation, "Teacher Attrition Study," State of Georgia, 1981.

Edmonds, R. R., "Programs of School Improvement: An Overview." Educational Leadership, 40, (December, 1982).

Ellett, C. D. "Understanding and Using the Georgia Principal Assessment System." CCBC Notebook, 7, 21 (February, 1978): 2

Gorton, Richard A., and McIntyre, Kenneth E. The Senior High School Principalship. Volume II: The Effective Principal. Reston, Virginia: National Association of Secondary School Principals, 1978.

Manasse, A. Lorri, "Principals as Leaders of High-Performing Systems." Educational Leadership, (February, 1984).

Ohio State Leadership Studies, "Leadership Behavior Description Questionnaire," Columbus, Ohio: College of Administrative Science, The Ohio State University, 1957.

Sergiovani, Thomas J., "Leadership and Excellence in Schooling." Educational Leadership.

Shoemaker, Joan; Fraser, Hugh W., What Principals Can Do: Some Implications from Studies of Effective Schooling, Phi Delta Kappan, (November, 1981).